

Using the *English as an Additional Language or Dialect (EAL/D)* *Learning Progression* in NSW DEC Schools

What is the EAL/D Learning Progression?

The EAL/D Learning Progression describes a progression of language learning typical of students learning English as an additional language or dialect (EAL/D). It will help teachers to identify the English language proficiency of the EAL/D learners in their classrooms and address their specific learning requirements. It has been developed primarily for teachers who are not EAL/D specialists. Teachers can use this progression to:

- understand the broad phases of English language learning that EAL/D students experience
- identify where their EAL/D students are located on the progression for their listening, speaking, reading/viewing and writing skills
- monitor the linguistic progression of their EAL/D students.

More information is available at: [ACARA English as an Additional Language or Dialect Teacher Resource](#).

Who are EAL/D learners?

EAL/D learners are students whose first language is a language or dialect other than Standard Australian English and who **require additional support** to assist them to develop English language proficiency. EAL/D students have a diverse range of backgrounds and English language learning needs. EAL/D students enter Australian schools with varying levels of prior education and knowledge of English. Some were born in Australia; others have recently arrived as permanent or temporary migrants, refugees or international students. Some have had the same amount of formal schooling in their home country as their class peers while others have had severely disrupted or no schooling due to war or civil disorder. Some have literacy skills in their first language while others do not.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials

What are schools required to do?

From the beginning of 2014, all NSW public schools are required to use the *English as an Additional Language or Dialect (EAL/D) Learning Progression* to identify and report English language proficiency (EAL/D phases) for all EAL/D learners in the Enrolment Registration Number (ERN) system.

Schools will need to:

1. Enter the current EAL/D status of all LBOTE students into ERN Maintain EAL/D.

This involves identifying those Language Background Other Than English (LBOTE) students who require additional support to assist them to develop English language proficiency.

Students from a Language Background Other Than English (LBOTE) are automatically listed in the school Enrolment Registration Number (ERN) system, within the *Maintain EAL/D* section. Their current EAL/D status can be entered as:

- Not Requiring Support or
- Requiring EAL/D support

If students require support, their EAL/D level of English language proficiency (phase) must also be entered.

In *Maintain EAL/D*, groups of LBOTE students by scholastic year can be called up. For many schools the entry for most LBOTE students will be *EAL/D Not Required*. An entry in the header bar will make the same entry to the entire list of students. Individual changes can be entered on an exception basis, if needed.

2. Determine EAL/D students' level of English language proficiency (EAL/D phase).

If a LBOTE student is identified as *Requiring EAL/D support*, a decision must be made about the student's level of language proficiency (Beginning, Emerging, Developing or Consolidating) using the EAL/D Learning Progression. Note: Beginning level is further divided into *Beginning: Some first Language Literacy* and *Beginning: Limited Literacy* in Reading/Viewing and Writing.

In schools where there is an established EAL/D program, specialist EAL/D teachers should determine students' EAL/D phases. In schools where specialist EAL/D teachers are not available, class teachers will make this judgement. It is critical that the assessment be performed by someone who is familiar with the student and their work.

3. Enter each student's EAL/D phase in the school Enrolment Registration Number (ERN) system, within the *Maintain EAL/D* section

As students' English language proficiency will develop over time, ERN Maintain EAL/D records need to be updated regularly. Updating EAL/D status at the end of each year as student reports are completed and again in June, before the EAL/D Annual Survey, will ensure currency of data.

Each time the student's phase is reviewed the date of last assessment should also be amended (even if no change to the phase is required).

Using *Maintain EAL/D* in ERN

Teachers can gain access to *Maintain EAL/D* from the principal via the Access Management Utility (AMU). *ERN Maintain EAL/D* is a simple checkbox system.

No confidential information can be viewed or changed. Teachers can only enter the EAL/D phase of the student and should also enter the date the assessment was entered (Date of last assessment).

The ? icon on the *Maintain EAL/D* page provides Learner tutorials for use



Please note that Google Chrome is not recommended as a browser for use with ERN

Steps in Determining the EAL/D Learning Progression phase of students:

1. Know the student and assess his/her capabilities in English. If an ESL Scales level has been determined (usually by an EAL/D teacher) use this advice to map to an EAL/D Learning Progression level.
2. Read the **Characteristics of the Learner** statements (page 4) to broadly map each student's level of need as either at the **Beginning, Emerging, Developing** or **Consolidating** level.
3. Review the descriptors for each of the modes to confirm your decision. Note that students don't need to demonstrate all descriptors to be identified at a particular phase level.

Characteristics of the Learner statement

Matches my student = YES	Enter this as the overall phase of English language proficiency into ERN (Maintain EAL/D)
Matches my student = NOT SURE	Review the descriptors for each of the modes of English (Listening, Speaking, Reading/Viewing, Writing). Identify those descriptors evident in your students' interactions and work samples for each mode.(pages 5-8)

Example 1 - Overall phase = Emerging

Listening Emerging	Speaking Developing
Reading / Viewing Emerging	Writing Emerging

- Where the student identifies with *3 or more of the same levels of English language proficiency* e.g. 3 x Emerging (writing, reading/viewing, listening) 1 x Developing (speaking) **enter the most frequent level** (in this case *Emerging*) as the overall phase of English language proficiency into ERN (Maintain EAL/D).

Example 2 - Overall phase = Developing

Listening Consolidating	Speaking Consolidating
Reading / Viewing Developing	Writing Developing

- Where the student identifies **equally with 2 levels of development** at one level and two at another e.g. 2 x Consolidating (Speaking, listening); 2 x Developing (Reading/reviewing, Writing) **enter the lower level**, in this case *Developing*, as the overall phase of English language proficiency into ERN (Maintain EAL/D).

EAL/D Learning Progression

Learner characteristics / Phase overviews

Beginning English: Limited literacy background

These students are learning English for the first time, with little or no foundation in continuous, formal education. They can speak one or more languages/dialects other than English, but have little or no experience with print literacy in their first language. Some students may be unfamiliar with books, needing explicit teaching to understand that the print marks on the page symbolise meaning. In a familiar learning environment, they will begin to engage with simple curriculum demands, particularly with support from a speaker of their first language, and targeted contextual scaffolds (eg visuals and gestures). Learning a language requires constant focus and attention, and students will tire easily and may experience a high level of frustration. High levels of explicit teaching are required throughout the day both from the specialist teacher and the classroom teacher. These students may be capable of understanding the content of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.

Beginning English: Some print literacy in first language

These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language. In a familiar learning environment, they will begin to engage with simple language tasks of the curriculum, particularly with support from a speaker of their first language, and targeted contextual support (eg visuals and gestures). Learning a language requires intense concentration, and students are likely to tire when listening to and speaking English constantly. High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher. These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.

Emerging English

These students can speak one or more languages/dialects, including basic English, and have a growing knowledge of print literacy in English. They understand and participate in classroom behaviours and school routines. They engage with curriculum demands with some success, but continue to benefit greatly from the use of first language with peers and teachers' assistants to clarify and consolidate understanding. Explicit and focused language teaching will enable them to produce simple written and spoken English, using predictable and learned formulas. They are still in a phase of language learning that requires intense concentration, so they are likely to tire during the day or disengage when the spoken or written texts under discussion are not accompanied by adequate contextual scaffolds. These learners still require extensive EAL/D explicit teaching throughout the school day from both the specialist teacher and the classroom teacher. These students are able to engage with and learn the content of the Australian Curriculum when provided with suitable language teaching and additional time to complete classroom activities. However, they will find it difficult to show their understandings if achievement must be demonstrated through language-reliant activities

Developing English

These students can speak one or more languages/dialects, including functional Standard Australian English (SAE), and have a developing knowledge of print literacy in SAE. They are active participants in classroom and school routines, and are able to concentrate for longer periods. They purposefully engage with curriculum demands with increasing success. Their first language continues to be a valuable support, and these learners understand the value of code-switching – that is, the ability to change from one language/dialect to suit the context. They produce increasingly extended pieces of spoken and written SAE (although they may be more proficient in one mode than the other), which include their own innovations with the language. However, they are still developing control over English grammar and building their vocabulary; hence, they continue to need explicit language to be taught, and teaching strategies supportive of EAL/D learners, particularly with academic language of subject disciplines. They are increasingly able to use SAE sufficiently to demonstrate their understanding of content and thus meet some of the achievement standards for their year level, as described in the Australian Curriculum.

Consolidating English

These students can speak one or more languages/dialects and have a sound knowledge of Standard Australian English. They are active and increasingly independent participants in classroom and school routines, and are mostly able to concentrate on classroom tasks, including extended teacher talk. An increased ability to use English means that they purposefully engage with curriculum demands with general success. They understand and produce spoken and written texts for a range of specific purposes, with effective control of appropriate text structures features. However, they still require focused language teaching and strategies supportive of EAL/D learners, as the academic language of subject disciplines increases, becoming grammatically dense and with increasingly abstract and technical vocabulary. They will still require explicit teaching to develop their understanding of culturally laden topics of study (eg novels or historical inquiries). They have the language skills in English to meet many of the achievement standards for their year level, as described in the Australian Curriculum.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials

3-6 EAL/D Progression by Mode: Listening

Beginning	Emerging	Developing	Consolidating
Learners at the beginning of this phase are new to the sounds of English. In this phase, they begin to attend to the sounds of English and identify individual words, phrases, tones and inflections.	Learners at the beginning of this phase distinguish spoken English from other languages and dialects (i.e. on hearing English, they attempt to respond in English), they pay attention to the speaker and acknowledge being spoken to. In this phase, they begin to take a more active role in communication, such as seeking clarification when meaning is unclear.	Learners at the beginning of this phase understand spoken English used to talk about familiar and some unfamiliar topics. In this phase, they begin to follow the main ideas in extended talk and discussions, and identify relevant information from subject-specific talk.	Learners at the beginning of this phase understand spoken English used to talk about familiar and most unfamiliar topics, follow the main ideas in extended talk and discussions, and identify relevant information from subject-specific talk. In this phase, they will still need support in complex or culturally bound texts.
Students: <ul style="list-style-type: none"> <input type="checkbox"/> respond appropriately to clear commands (eg Make two lines), when others are doing the same <input type="checkbox"/> identify some known vocabulary as single words and sometimes in a sentence sequence of sounds when the known word is stressed (eg Give me your book) <input type="checkbox"/> are becoming aware of expected listening behaviour in the classroom <input type="checkbox"/> rely on gestures and visual images to access meanings in texts listened to and read aloud <input type="checkbox"/> understand a narrow range of action verbs (eg sit, run, kick, sing) <input type="checkbox"/> recognise some common phrases in familiar contexts (eg on the desk) <input type="checkbox"/> listen to texts read aloud and identify events and characters when supported by pictures <input type="checkbox"/> Use contextual cues and first language to follow communication in everyday classroom routines and sometimes seek help from others. 	Students: <ul style="list-style-type: none"> <input type="checkbox"/> follow simple instructions or directions where the context is obvious and recognise familiar words in spoken texts <input type="checkbox"/> demonstrate understanding of short spoken texts, especially those containing known words and phrases, and respond appropriately to familiar formulaic utterances (eg Time to pack up now) <input type="checkbox"/> engage in face-to-face interactions, responding to key words and phrases <input type="checkbox"/> demonstrate appropriate listening behaviours such as paying attention and looking at the speaker <input type="checkbox"/> participate in group learning activities such as games, rhymes and songs, joining in appropriately <input type="checkbox"/> respond to social cues <input type="checkbox"/> interpret intonation and stress <input type="checkbox"/> Seek clarification and visual scaffold to extend their understanding of oral texts. 	Students: <ul style="list-style-type: none"> <input type="checkbox"/> understand teacher questions and can relay messages <input type="checkbox"/> understand instructions, recounts and explanations when supported by clear contexts <input type="checkbox"/> give relevant details of spoken texts listened to, such as retelling a sequence of events <input type="checkbox"/> respond to different registers appropriately (eg match a formal response to a formal request) <input type="checkbox"/> understand that open-ended questions (how and why questions) require more than a yes or no answer <input type="checkbox"/> understand common, everyday vocabulary and know that some words can have more than one meaning, and demonstrate a tentative understanding of vocabulary beyond immediate personal and school experiences <input type="checkbox"/> participate confidently in shared texts, such as songs and poetry <input type="checkbox"/> Can take notes if given note-taking frameworks and if information is not overly complex or unfamiliar. 	Students: <ul style="list-style-type: none"> <input type="checkbox"/> understand most spoken and audiovisual texts, and can identify specific information if questions are given beforehand <input type="checkbox"/> are beginning to use some cultural expectations when listening to English (eg eye contact, distance, gesture) <input type="checkbox"/> understand the main points of small amounts of non-literal and generalised information when appropriate background is given <input type="checkbox"/> respond to different registers and understand the importance of listening for different purposes <input type="checkbox"/> can interpret meaning and feelings from intonation, volume, stress, repetition and pacing <input type="checkbox"/> can respond appropriately in most unplanned exchanges <input type="checkbox"/> can understand subject-specific vocabulary in most contexts <input type="checkbox"/> request repetition or clarification if speech contains too many cultural references <input type="checkbox"/> May ask for clarification and extra time when participating in complex listening tasks, group performances or class discussions.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials

3-6 EAL/D Progression by Mode: Speaking

Beginning	Emerging	Developing	Consolidating
Learners at the beginning of this phase communicate using gesture, isolated words and well-known, formulaic expressions. In this phase, they begin to communicate verbally and nonverbally in familiar social and classroom situations.	Learners at the beginning of this phase communicate verbally and nonverbally with some success in familiar situations. In this phase, they communicate with less reliance on formulaic expressions in routine social and classroom situations, attempting to modify their English in response to a range of familiar classroom and social purposes.	Learners at the beginning of this phase communicate and learn through English in predictable social and learning situations. In this phase, they develop independence in selecting and using a small range of English features, while still relying on others to restate or suggest vocabulary and sentence structure.	Learners at the beginning of this phase communicate effectively in most situations. In this phase, they begin to communicate confidently with peers and familiar adults in informal contexts, use appropriate registers for different situations and functions, and an appropriate register when speaking to adults.
Students: <ul style="list-style-type: none"> <input type="checkbox"/> sometimes join in oral activities involving songs and rhymes <input type="checkbox"/> begin to express needs and respond to simple directions and questions using single words or nonverbal responses such as shrugs <input type="checkbox"/> distinguish between spoken English and first language/ dialect <input type="checkbox"/> use a limited range of concrete home and school vocabulary that is high frequency <input type="checkbox"/> exhibit beginning understanding of word order in simple phrases and sentences <input type="checkbox"/> pronounce some English words and phrases so that they can be understood <input type="checkbox"/> Watch, listen, imitate and repeat words and phrases, and rely on the English speaker to support and interpret their utterances. 	Students: <ul style="list-style-type: none"> <input type="checkbox"/> use formulas, well-rehearsed and common sentence patterns, and short, simple telegraphic utterances to make basic requests, express basic needs and to contribute some relatively complex ideas, usually about concrete subject matter <input type="checkbox"/> use speaking behaviours from first language to communicate and predict meaning of some unfamiliar spoken texts by using their first language culture and personal experiences <input type="checkbox"/> use vocabulary that is mainly everyday, but begin to use some technical vocabulary when talking about topics more technically (eg animals, weather) <input type="checkbox"/> use utterances with varying degrees of grammatical accuracy <input type="checkbox"/> demonstrate limited control of primary tenses (past, present, future), simple linking conjunctions (and, but) and a small range of pronouns <input type="checkbox"/> use comprehensible pronunciation and attempt to approximate English stress and intonation <input type="checkbox"/> rely on an attentive interlocutor who is prepared to fill in gaps and predict meaning <input type="checkbox"/> make use, when available, of first language speakers to provide words, clarification and translation <input type="checkbox"/> Imitate oral language conventions, such as taking turns and speaking at a volume suited to the situation. 	Students: <ul style="list-style-type: none"> <input type="checkbox"/> initiate and participate in casual exchanges with English-speaking peers, and contribute information and express ideas in group tasks and classroom discussions using politeness conventions <input type="checkbox"/> recount news (giving details involving where, when, who and what in a time sequence) and can give a short prepared talk on a familiar topic <input type="checkbox"/> use an expanding range of common, everyday vocabulary with confidence and a limited range of technical vocabulary for operating in the curriculum <input type="checkbox"/> begin to use some colloquial language <input type="checkbox"/> use basic English features including intonation, and combine and manipulate learned speech patterns, although errors are still apparent (eg I don't know where is it) <input type="checkbox"/> identify and describe people, places and things using simple vocabulary, and use basic time markers, common prepositions, some common contractions and simple negative forms <input type="checkbox"/> choose linking conjunctions (eg and, then, but, or, so) to form compound sentences and a small range of conjunctions (eg because, when, before, after) to form complex sentences <input type="checkbox"/> use pronunciation that increasingly approximates the English they hear around them, discarding first language features in their pronunciation <input type="checkbox"/> speak with greater fluency and fewer hesitations, structuring utterances through appropriate word order <input type="checkbox"/> use SAE dictionaries <input type="checkbox"/> Rehearse oral productions. 	Students: <ul style="list-style-type: none"> <input type="checkbox"/> choose between ways of expressing statements, questions, offers and commands, and use them accurately <input type="checkbox"/> prepare and present talks to an audience, construct brief oral arguments and can take on the role of welcoming, introducing or thanking a visiting speaker <input type="checkbox"/> experiment with how meanings are varied by changing volume, intonation and emphasis when speaking and reading aloud <input type="checkbox"/> enter and exit conversations using less formulaic initiating and closing moves <input type="checkbox"/> negotiate and participate successfully in group work <input type="checkbox"/> seek information by using a range of questions with varying degrees of accuracy <input type="checkbox"/> use a growing range of everyday and specialist vocabulary in all learning areas (eg subtract, calculate), and can identify multiple meanings of many familiar words (eg a space between words, outer space) <input type="checkbox"/> Reproduce a range of colloquialisms and idioms with confidence (eg who do you go for?) <input type="checkbox"/> use phrases of time and place to expand information, longer noun groups to expand descriptions, conjunctions to construct compound and complex sentences, and a small range of linking elements such as pronoun reference across sentences (eg My mum has a new computer. It's a ...) <input type="checkbox"/> Rephrase difficult vocabulary or structures.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials

3-6 EAL/D Progression by Mode: Reading / Viewing

Beginning (<i>SPL in FL</i>)	Beginning (<i>LLB</i>)	Emerging	Developing	Consolidating
Learners at the beginning of this phase understand that print transmits and records ideas and events, although they may have had little or no previous experience with print texts in English. In this phase, they begin to decode short texts and correctly interpret the literal information in visual texts with teacher scaffolding.	Learners at this phase are beginning to understand that print and images transmit and record ideas and events. They have had little or no previous experience with print texts.	Learners at the beginning of this phase decode texts with varying success and begin to recognise some common subject-specific words. As they reach the end of this phase, they are beginning to read independently and understand that texts may have different communicative purposes, and that these purposes may be the same or different from texts they have experienced in their first language.	Learners at the beginning of this phase understand the purpose of most texts and are beginning to understand the gist of most class texts independently. In this phase, they independently read and understand a range of more complex and lengthy texts with predictable structures and familiar vocabulary, but they continue to rely on illustrations to construct meaning.	Learners at the beginning of this phase are beginning to apply learned reading strategies and their knowledge of English to make some sense of unfamiliar text. In this phase, they independently read and understand a range of familiar and unfamiliar imaginative, informative and electronic media texts, and use key organisational and language features to interpret these texts.
Students: <ul style="list-style-type: none"> <input type="checkbox"/> show interest in gaining and sharing meaning from print and pictures <input type="checkbox"/> may show comprehension of texts through the construction of diagrams or images <input type="checkbox"/> can differentiate between first language print and English print <input type="checkbox"/> bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print <input type="checkbox"/> need scaffolding to interpret images <input type="checkbox"/> that are culturally specific or unfamiliar to them <input type="checkbox"/> recognise the difference between letters, numerals and illustrations <input type="checkbox"/> are learning the basic features of English print, including left-to-right directionality, spaces between words and return sweep <input type="checkbox"/> are beginning to understand some sound-symbol relationships of English <input type="checkbox"/> read along with the teacher (or slightly behind), using the teacher's intonation and phrasing, and use memory and picture cues to reread familiar texts such as rhymes and repetitive texts <input type="checkbox"/> recognise their own name in writing <input type="checkbox"/> Begin to develop a small bank of common sight words. 	Students: <ul style="list-style-type: none"> <input type="checkbox"/> begin to understand the sound-symbol relationship in English and how to sound out short, phonically decodable words <input type="checkbox"/> begin to understand the directionality of English print and trace under words with their finger or a pen to demonstrate this <input type="checkbox"/> begin to understand elements of books – the cover, the title, the pages and the way these are turned <input type="checkbox"/> use their home language to describe a visual image in general terms and attempt to infer the general meaning of this image <input type="checkbox"/> attempt to follow the gist of a plot in film or television by interpreting the body language and action they see on the screen <input type="checkbox"/> May have beginning awareness of information and communication technologies (ICT) and their use in learning in a school. 	Students: <ul style="list-style-type: none"> <input type="checkbox"/> attend to texts read aloud, following the print and understanding some of the main ideas <input type="checkbox"/> bring their previous cultural and linguistic experiences to the task of reading in order to make sense of print <input type="checkbox"/> differentiate between first language print and English print, and follow English print conventions of reading <input type="checkbox"/> left to right and top to bottom <input type="checkbox"/> read familiar print around the classroom such as posters and signs, and accurately read back their own writing <input type="checkbox"/> interpret texts at a literal level <input type="checkbox"/> have a foundational knowledge of predictable English sound-symbol relationships and some common letter patterns (graphemes) <input type="checkbox"/> can differentiate between informative and imaginative texts <input type="checkbox"/> read short texts with predictable structures and everyday language, and reread more complex, well-known texts using appropriate pauses and intonation <input type="checkbox"/> benefit greatly from the use of first language with peers and teachers' assistants <input type="checkbox"/> use graphophonic knowledge to attempt pronouncing new words <input type="checkbox"/> Choose books to look at and read, decoding the print by using the illustrations to assist meaning. 	Students: <ul style="list-style-type: none"> <input type="checkbox"/> understand and enjoy texts read aloud, identifying characters and retelling sequences of events <input type="checkbox"/> identify the main idea in a paragraph or text, find specific information and make some inferences based on their prior knowledge <input type="checkbox"/> continue to use first language, culture and experiences, when given the opportunity, to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages <input type="checkbox"/> identify some unfamiliar cultural references <input type="checkbox"/> use a range of strategies for working out words and their meanings, including their developing knowledge of everyday and specialist vocabulary and their knowledge of sentence structure and sound-letter relationships <input type="checkbox"/> use appropriate intonation when reading statements, questions and dialogue <input type="checkbox"/> Can read many irregular words and can recognise and read more complex, but still common, letter patterns (eg -tion). When instructed, can recognise common suffixes and prefixes, and use these to construct meaning (eg -ed for past tense of regular verbs) <input type="checkbox"/> use their growing oral language to extend their reading and understand how to use morphemes to identify word meaning (eg big in bigger and biggest) <input type="checkbox"/> Use a growing range of strategies to extend their reading, such as adjusting their reading rate according to the task, skimming, scanning and reading on. 	Students: <ul style="list-style-type: none"> <input type="checkbox"/> read a range of texts, including imaginative literary texts and informative texts (eg longer, more complex illustrated sequential explanations, such as life cycles and flow charts) <input type="checkbox"/> participate in class and group discussions to interpret texts, giving their own opinion and comparing it with those of others <input type="checkbox"/> identify the purpose and intended audience of texts <input type="checkbox"/> identify main ideas and specific information in texts, and demonstrate understanding of the storyline when retelling, paraphrasing and answering questions <input type="checkbox"/> find specific information or detail from informative texts to answer 'how' or 'why' questions, and draw conclusions and make decisions based on information gained from different sources <input type="checkbox"/> continue to use first language, culture and experiences, when given the opportunity, in order to compare and contrast text types and meanings, and thus enhance their comprehension and cognitive abilities in both languages <input type="checkbox"/> use knowledge of grammar to decode complex sentences and reread texts to confirm details if the information is incompletely understood <input type="checkbox"/> Apply and integrate strategies to comprehend and learn at the text, sentence and word level, including using illustrations, prior knowledge and making inferences with scaffolding.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials

3-6 EAL/D Progression by Mode: Writing

Beginning (<i>SPL in FL</i>)	Beginning (<i>LLB</i>)	Emerging	Developing	Consolidating
Learners at the beginning of this phase are new to written English, although they have some experience with writing in another language. In this phase, they begin to communicate simply in writing using a small range of familiar words.	Learners at this phase are new to writing, although they understand that print conveys messages.	Learners at the beginning of this phase understand some basic purposes for writing, initiate writing for their own purposes and communicate their ideas and experience simply through writing, drawing or copying. In this phase, they experiment with common classroom text types with varying grammatical accuracy. First language influence is still evident in text organisation and language features.	Learners at the beginning of this phase reproduce basic models of most classroom text types, but not at the expected levels of the achievement standards. In this phase, they can write a variety of texts in different curriculum areas with some accuracy in text features, organisation and cohesion, provided that this has been adequately modelled by the teacher.	Learners at the beginning of this phase can produce a range of types of texts for different purposes on a range of topics, demonstrating knowledge of the topic and control of text structures and key grammatical features. In this phase, they begin to approximate the writing of native speakers, although grammatical inconsistencies and influence of first language are still evident in their writing.
Students: <ul style="list-style-type: none"> may communicate ideas through drawings, symbols and early writing attempts, and produce and copy symbols, letters, words, labels, lists and sentences draw pictures in a sequence to tell or retell simple stories or a sequence of actions show awareness that speech can be written down and know the difference between writing and drawing begin to demonstrate awareness that certain letters in English represent certain sounds, with a growing understanding of sound–letter relationships, and identify some letters in words, including those in their own name may use inconsistent letter formation and may mix upper- and lower-case letters in writing learn to use the basic concepts of print in English, including left-to-right directionality, spaces between words and return sweep make use of classroom models to reproduce letters, words and short sentences contribute ideas, words or sentences to class or group shared texts, or dictate sentences about a drawing or experience for others to scribe. 	Students: <ul style="list-style-type: none"> are beginning to understand the directionality of English print begin to differentiate between numbers and letters represent letters as images rather than as symbols, and so letters may be poorly or inconsistently formed need to be taught how to use ICT independently may have little or no experience with pencil and paper, and may have difficulty with pencil grip may have difficulty settling out writing clearly and organising work in their exercise books begin to recognise simple punctuation, differentiate between this and letters, and attempt to use this when copying written text. 	Students: <ul style="list-style-type: none"> write simple sequenced texts (with explicit instruction) about topics of personal interest and for a number of school purposes, including recounting an event, writing a simple description or a set of instructions engage in joint shared writing, both as observers and participants, offering some ideas and options follow text models for text structure and some language patterns (eg a long time ago ...) tend to use speech-like sentence structures based on simple repetitive patterns (eg I play ..., I go to lunch ..., I go home ...), and may use drawings and diagrams to scaffold their communication use mainly familiar vocabulary, including articles (a, the), a narrow range of prepositions (on, in), common conjunctions (and) and a narrow range of adverbs (very) use grammatical features that are variable and can include run-on sentences, varying levels of subject–verb agreement, tense consistency and phrases of time and place increasingly use standard English spelling patterns and demonstrate knowledge of some sound–letter relationships and common sight words use basic punctuation to separate ideas (eg full stops, question marks, capital letters) continue to use formulaic expressions when writing. 	Students: <ul style="list-style-type: none"> plan and write conventional texts, including informative texts and imaginative texts, sequencing information for specific types of texts, such as information reports present information appropriately (eg diagram, graph) show understanding of the structure and function of paragraphs, including topic sentences use a number of common conjunctions and relative pronouns to combine simple sentences into compound and complex sentences use pronoun reference with noun/pronoun agreement (eg Mary ... she ... her) use appropriate time sequencing (eg first, next, finally) use subject–verb agreement with some accuracy use present and past tense verbs, although they may overgeneralise past tense endings (eg dranked, buyed) use an expanding vocabulary, including subject-specific vocabulary, and select suitable words to enhance descriptions (eg huge instead of big) edit with growing success to enhance fluency, accuracy and readability, and present their writing appropriately in print and electronic forms continue to use their first language and previous learning experiences as they develop an understanding of the differences in text types and linguistic features between first language and English in order to construct texts participate in shared writing, brainstorming and conferencing as pre- and post-writing activities engage in planning and writing, accessing vocabulary and spelling knowledge to edit their own work. 	Students: <ul style="list-style-type: none"> use text models to assist with text structure and sources to provide essential content information plan their writing with particular audiences in mind use some formulaic expressions (eg I will now discuss ...) and employ structural features such as headings and subheadings are beginning to use phrases of time at the beginning of sentences to foreground particular elements of the text (eg At the beginning of the year ...), and use the passive voice as part of science reporting (eg The leaf was put in the sun ... rather than We put the leaf in the sun ...) demonstrate control over grammatical features such as tenses, different types of verbs, phrases of time and place, compound and complex sentences, and pronoun reference demonstrate a growing vocabulary, including technical vocabulary, for creating texts in a range of learning areas, and are beginning to understand how vocabulary choice is linked to the tenor of the texts (eg abdomen, stomach, belly) employ a range of modal elements and a small range of evaluative vocabulary in evaluative texts, and are becoming aware of the cultural sensitivities associated with certain words (eg a fat man) edit for accuracy of content, text structure, spelling and grammatical correctness.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials